

Determination of the appropriate training strategy in vocational schools: application of concept maps

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Abstract The students of vocational schools face some difficulties in comprehension of technical knowledge. It is important for the students to conceive the vocational knowledge, to develop it according to the demands of the labour market, and to be a viable personality for society. As with other fields of education, it is possible to define a training strategy in vocational education on a number of indicators. Regardless of what kind of training strategy is implemented, the sole purpose is to ensure that students have the appropriate competencies. New methods and tools for teaching strategies are in the development process. One of these methods is to provide the learning environment by using concept maps, which have many advantages when applied to vocational education. It is important to have information about the character, structure and application process of the concept maps, in order to properly organize it as a learning strategy in the vocational education system and to analyze the results. The article is about the practice of the learning strategy in vocational schools by means of application of the structure, content, and advantages of concept mapping.

Keywords Conceptual maps, training strategy, vocational training, effective learning, learning model.

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